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ABSTRACT

This curriculum guide for occupational home economics programs was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all occupational home economics programs in the state. The guide provides units on the following topics: aging I and II; clothing management, production, and services I and II; food service I and II; and occupational child care I and II. Each course contains 4-10 units that consist of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

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ED334396

Standardized Curriculum For

Home Economics

(Occupational)

Mississippi Department of Education
Bureau of
Vocational, Technical
and Adult Education

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STANDARDIZED CURRICULA

FOR

OCCUPATIONAL HOME ECONOMICS

MISSISSIPPI DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

SPRING, 1988

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1988

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FOREWORD

This volume is intended to be used in the state of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

- -- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

- -- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

- -- a criterion-referenced statewide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

- -- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

- -- a system of accrediting schools that takes into account the performance of districts and schools and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1988 (Section 14, H.B. No. 601) which stated that the "State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such a program in the public schools..." Local districts are encouraged to adapt this program and accompanying procedures to all instructional areas. Districts are given the option of adopting the instructional program and management system provided by the State Department of Education or adopting their own program as long as it meets or exceeds the criteria established by the State Department of Education.

The legislation calls the State Department of Education to provide for instructional program and management guidelines which require for every public school district that:

1. All courses taught in Grades K-8 containing skills tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

2. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

3. The set of objectives must be accompanied by suggested instructional practices and resources that would help teachers organize instruction. Such instructional practices and resources are to be used as suggestions and the goal of the program is mastery of the objectives by the students and not to limit the way a teacher may teach.

4. Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

5. At least once during each school year, student performance on the set of learning objectives for each subject must be evaluated. Student performance on each objective must be measured at least once each year.

6. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local program, the district shall take action to improve student performance.

7. A permanent record of performance for each student must be maintained for all objectives tested by the Basic Skills Assessment Program and Functional Literacy Examination.

8. The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

9. The law shall not be construed to limit teachers from using their own professional skills to help students master the objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

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AGING I

COURSE GUIDE

Developed by

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COURSE OUTLINE

AGING I

Unit No.	Unit Title
1	Orientation
2	Introduction to Aging
3	Communication Skills
4	Joining the Old and Young (Intergenerational Approach)
5	Health Problems of the Elderly
6	Death and Dying
7	Living Arrangements
8	Managing the Retirement Years
9	Lab Experiences

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 1 Unit Title: Orientation

Objectives: Upon completion of this unit, the student will:

*1. identify objectives of Occupational Home Ecomonics/Aging.
2. explain the importance of leadership organizations.
3. state the goals and purposes of FHA/HERO as they relate to life and the world of work.
*4. participate in one local HERO competitive event.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, panel of former club officers, films, slides, or videotapes

Suggested Resources:

Primary Source: Department of Vocational and Technical Education. Vocational Home Economics Education: Home Economics I. Stillwater, OK.

Additional Sources: Appleton Area School District. Home Economics Curriculum for Grades 7-8-9. Appleton, WI. 1978.
Texas Home Economics Department of Occupations and Technology. Conceptual Framework for Vocational Home Economics. Texas Education Agency. Lubbock, TX.
FHA Leadership Handbook.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 objectives of Occupational Home Economics/Aging.
Objective 2: The student will list 3 reasons that leadership organizations are important.
Objective 3: The student will name the goals of and purposes FHA/HERO as they relate to life and to the world of work.
*Objective 4: The student will participate in one local HERO competitive event with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Identified objectives of Occupational Home Economics/ Aging.
_____ 2. Explained the importance of leadership organizations.
_____ 3. Stated the goals and purposes of FHA/HERO as they relate to life and the world of work.
_____ *4. Participated in one local competitive event.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 2 Unit Title: Introduction to Aging

Objectives: Upon completion of this unit, the student will:

*1. identify and describe physical changes that take place during the aging process.
*2. identify and describe psychological changes that take place during the aging process (i.e., anxiety, depression, isolation embarassment, loneliness, anger and frustration).

* Indicates core/essential objectives

Suggested Instructional Practices:

Sensory deprivation stimulation activity (students taking on a particular handicap), guest speaker, lecture, group discussion, etc.

Suggested Resources:

Primary Source:

Additional Sources: Mummah, Hazel and Smith, E. The Geriatric Assistant. New York, New York: McGraw-Hill. 1981.
Gerontology Handbook. Mississippi State, MS: Cooperative Extension Service.
Films/Videos:
Minnie Remembers. Mississippi State: Cooperative Extension Service.
Another Wrinkle in Aging. Garden Grove, Calif.: Trainex Video Library.
Growing Old in America. Garden Grove, Calif.: Med-Com Inc.
Ways to Live Longer. Garden Grove, Calif.: Trainex Video Library.
When Parents Grow Old. Mississippi State, MS: Cooperative Extension Service.
Portrait of Grandpa Doc. Mississippi State, MS: Cooperative Extension Service.
Shopping Bag Lady. Mississippi State, MS: Cooperative Extension Service.
Biological Changes of the Aged. Garden Grove, Calif.: Med-Com.
Trigger Films on Aging. Mississippi State, MS: Cooperative Extension Service.
Rose By Any Other Name. Mississippi State, MS: Cooperative Extension Service.

Challenges of Aging-Change and Loss. Garden Grove, Calif.: Med-Com.
Amos. Mississippi State, MS: Cooperative Extension Service.
Life: A Celebration of Age. Circle Pine, MN: American Guidance Services.
On The Other Side Of Easy Street. Washington, D.C.: The Villers Foundation.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and describe 3 physical changes in the aging process.
*Objective 2: The student will identify and describe 3 psychological changes in the aging process.

* Indicates core/essential objectives

Performance Record:

____*1. Identified and described 3 physical changes that take place in the aging process.
____*2. Identified and described 3 psychological changes that take place in the aging process.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 3 Unit Title: Communication Skills

Objectives: Upon completion of this unit, the student will:

*1. identify communication skills and one barrier (i.e. listening, touching, use of personal name, etc.) to communication.
*2. identify and describe reasons why confidentiality is important.

* Indicates core/essential objectives

Suggested Instructional Practices:

Communication game with a source, message, and receiver; role play various situations and responses, guest speaker; lecture; group discussion; etc.

Suggested Resources:

Primary Source:

Additional Sources: Mummah, Hazel and Smith, E. The Geriatric Assistant. New York, New York: McGraw-Hill. 1981.

Films/Videos:
Working in a Nursing Home. Mississippi State, MS: Cooperative Extension Service.
What Do You See Nurse. North Brooke, Ill: Coronet Films and Videos.
Nursing Staff and Oral Communication. Fort Atkinson, Wis.: Nasco.
Patient Adjustments. Fort Atkinson, Wis.: NASCO.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and describe at least 3 communication skills and one barrier to communication.
*Objective 2: The student will identify and describe reasons why confidentially is important.

* Indicates core/essential objectives

Performance Record:

____*1. Identified 3 communication skills and one barrier to communication.
____*2. Identified and described reasons why confidentially is important.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 4 Unit Title: Joining The Old and Young (Intergenerational Approach)

Objectives: *Upon completion of this unit, the student will identify the importance of various intergenerational activities which explore relationships between older persons and young people.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, guest speakers, panel, and film/video

Suggested Resources:

Primary Source:

Additional Sources: Growing Together: An Intergenerational Sourcebook. Washington, D.C.: American Assoication of Retired Persons.
Intergenerational Gerontology. North Carolina Division of Aging, Instructional Curriculum.
Hegeman, Carol R. Child Care in Long Term Care Settings. Albany, New York: Foundation for Long Term Care, Inc.

Evaluation and Suggested Minimum Performance Standards:

*The student will identify the importance of intergenerational activities which explore relationships between older persons and young people with at least 75% accuracy.

* Indicates core/essential objectives

Performance Record:

_____*Identified the importance of intergenerational activities.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 5 Unit Title: Health Problems of the Elderly

Objectives: Upon completion of this unit, the student will:

*1. identify and describe common abnormal diseases prevalent to the elderly: cancer, stroke, diabetes.
*2. identify problems which can effect the nutrition of the elderly and a factor which can improve nutrition of the elderly.

* Indicates core/essential objectives

Suggested Instructional Practices:

Make charts identifying the symptoms, causes, and treatment of common diseases.
Role play various nutrition problems and planning a weeks nutritional menu.
Lecture, discussion, and guest speaker

Suggested Resources:

Primary Source:

Additional Sources: Films:
Ways to Live Longer. Garden Grove, Calif.: Trainex Video Library.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and describe a common abnormal disease prevalent to the elderly.
*Objective 2: The student will identify at least 2 problems which can affect the nutrition of the elderly and a factor which can improve the nutrition of the elderly.

* Indicates core/essential objectives

Performance Record:

___*1. Identified and described 1 common abnormal disease prevalent to the elderly.
___*2. Identified 2 problems which affect the nutrition of the elderly and 1 factor which can improve the nutrition of the elderly.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 6 Unit Title: Death and Dying

Objectives: *Upon completion of this unit, the student will identify and describe fears often reported to be experienced by the aged dying person.

* Indicates core/essential objectives

Suggested Instructional Practices:

Show films on death and dying.
Lecture, group discussion, and resource person

Suggested Resources:

Primary Source:

Additional Sources: Mummah, Hazel and Smith E. The Geriatric Assistant. New York, New York: McGraw-Hill. 1981.

Films:

Death: A Time to Remember. Mississippi State, MS: Cooperative Extension Service.

Amos. Mississippi State, MS: Cooperative Extension Service.

Death of a Gandy Dancer. Mississippi State, MS: Cooperative Extension Service.

What Man Shall Live and See Death. Mississippi State, MS: Cooperative Extension Service.

Is there a Better Way of Dying? Garden Grove, Calif.: Med-Com.

Evaluation and Suggested Minimum Performance Standards:

*The student will identify and describe at least 2 fears experienced by the aged dying person.

* Indicates core/essential objectives

Performance Record:

_____*Identified and described 2 fears experienced by the aged dying person.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 7 Unit Title: Living Arrangements

Objectives: Upon completion of this unit, the student will:

*1. identify and describe family problem that often arise when the elderly live at home with family members.
*2. list types of living arrangements available to the elderly.

* Indicates core/essential objectives

Suggested Instructional Practices:

Make a chart of ways homes could be adapted to meet the needs of the elderly.
Disuss magazine and newspaper articles on elderly abuse and neglect.
Tour a personal care home, nursing home, and retirement complex, etc.

Suggested Resources:

Primary Source:

Additional Sources: Resource persons
Movie:
Trip to Bountiful. (local video rental)
The Right Place at the Right Time. Washington D.C.: American Association of Retired Persons. 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and describe at least 2 family problems that often arise when the elderly live at home with family members.
*Objective 2: The student will list 2 types of living arrangements available to the elderly.

* Indicates core/essential objectives

Performance Record:

____*1. Identified at least 2 family problems that often arise when the elderly live at home with family members.
____*2. Identified 2 types of living arrangements available to the elderly.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 8 Unit Title: Managing the Retirement Years

Objectives: Upon completion of this unit, the student will:

*1. identify and describe categories of leisure time activities that would be beneficial to the elderly.
*2. identify career possibilities (potentials) after retirement.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, guest speaker, etc.

Suggested Resources:

Primary Source:

Additional Sources: Hazel Mummah and E. Smith. The Geriatric Assistant, Chapter 15. New York, NY: McGraw-Hill. 1981.
Family Relationships and Parent Education with Special Emphasis on Aging. Jackson MS: State Department of Education. Home Economics Department.
Ties That Bind: The Interdependence of Generations. Calvin John, Maryland: Seven Lochs Press. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and describe 2 categories of leisure time activities that would be beneficial to the elderly.
*Objective 2: The student will identify at least 2 career possibilities (potentials) after retirement.

* Indicates core/essential objectives

Performance Record:

____*1. Identifited 2 categories of leisure time activities.
____*2. Identified 2 career possibilities after retirement.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging I

Unit No.: 9 Unit Title: Lab experiences

Objectives: *Upon completion of this unit, the student will better understand the needs of the elderly by working and/or observing in one or more of the following:
(a) nursing home
(b) hospital
(c) personal home care
(d) nutrition site/senior center
(e) life care/retirement complex

* Indicates core/essential objectives

Suggested Instructional Practices:

General discussion of expectations of students prior to visit.

Suggested Resources:

Primary Source:

Additional Sources: Administrator
Social/Activity director
Nursing-director

Evaluation and Suggested Minimum Performance Standards:

*The student will work and/or observe in one of the following with 60% accuracy:
(a) nursing home
(b) hospital
(c) personal home care
(d) nutrition site/senior center
(e) life care/retirement complex

* Indicates core/essential objectives

Performance Record:

_____*Completed requirements for lab participation by working and/or observing in one of the following:
(a) nursing home
(b) hospital
(c) personal home care
(d) nutrition site/senior center
(e) life care/retirement complex

* Indicates core/essential objectives

AGING II

COURSE GUIDE

Developed by

Diane Lovelady, Clinton Voc. Center

Billie Marshall, Mississippi Council on Aging

Kathy Walker, Brookhaven High School

Carol Ward, Stringer Attendance Center

Team Leaders

Diane Stringer, Bureau of Vocational-Technical Education

Jean Henson, Research and Curriculum Unit

COURSE OUTLINE

AGING II

Unit No.	Unit Title
1	Finding a Job for You
2	Attitudes Toward Aging
3	Terminology of Geriatrics
4	New Roles for the Aging
5	Victimization of the Elderly
6	Geriatric Illness
7	Patient's Rights
8	Patient Care Skills
9	Home Management Care of Elderly
10	Career Opportunities in Geriatrics
11	Lab Experiences

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 1 Unit Title: Finding A Job for You

Objectives: Upon completion of this unit, the student will:

*1. describe the process of finding the right job.
*2. fill out a job application form.
*3. demonstrate how to prepare an effective resume.
*4. demonstrate how to write an effective cover letter.
*5. demonstrate acceptable conduct for a job interview.
*6. identify characteristics that help on-the-job success.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, practical application, and role playing

Suggested Resources:

Primary Source: Weber, Jeannette. Clothing: Fashion, Fabrics, Construction. Peoria, Illinois: Bennett & McKnight Publishing Co. 1986.

Additional Sources:

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the process of finding the right job with at least 70% accuracy.

*Objective 2: The student will complete an application form that meets the following criteria:
1. instructions were followed
2. neat overall appearance
3. information was accurate and appropriate

*Objective 3: The student will prepare a resume' that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed

*Objective 4: The student will write a cover letter that meets the following criteria:
1. form and appearance conform to standards
2. proper information is included
3. uses original approach
4. uses a proper closing

*Objective 5: The student will achieve a 70 percent rating in a mock interview based on the following criteria:

1. grooming
2. promptness
3. knew facts about company
4. introduced him/herself properly
5. manners
6. asked appropriate questions
7. gave appropriate answers
8. used correct grammar
9. closed interview properly
10. poise
11. made eye contact

*Objective 6: The student will identify characteristics that help on-the-job success with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Described the process of finding the right job.
____*2. Filled out a job application form.
____*3. Prepared an effective resume.
____*4. Wrote an effective cover letter.
____*5. Conducted a job interview.
____*6. Identified characteristics that help on-the-job success.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 2 Unit Title: Attitudes Toward Aging

Objectives: Upon completion of this unit, the student will:

*1. identify myths associated with aging.
*2. identify truths associated with aging.

* Indicates core/essential objectives

Suggested Instructional Practices:

Have the students interview at least five friends or adults and obtain their attitudes on the aging process.
Have students compile a list of myths and truths associated with aging.
Lecture, discussion, guest speakers or films

Suggested Resources:

Primary Source:

Additional Sources: Ombudsman Program Training Manual. Jackson, MS: Mississippi Council on Aging.

Films:

What do you see Nurse? Northbrook, IL: Coronet Films & Video.

Minnie Remembers. Mississippi State, MS: Cooperative Extension Service.

Growing Old in America. Mississippi State, MS: Cooperative Extension Service.

Portrait of Grandpa Doc. Mississippi State, MS: Cooperative Extension Service.

Shopping Bag Lady. Mississippi State, MS: Cooperative Extension Service.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 2 myths associated with aging.
*Objective 2: The student will identify 2 truths associated with aging.

* Indicates core/essential objectives

Performance Record:

____*1. Listed 2 myths associated with aging.
____*2. Listed 2 truths associated with aging.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 3 Unit Title: Terminology of Geriatrics

Objectives: *Upon completion of this unit, the student will identify common terms associated with the elderly.

* Indicates core/essential objectives

Suggested Instructional Practices:

Handouts of geriatric terminology, discussion, role-playing, and word association games

Suggested Resources:

Primary Source:

Additional Sources: Ombudsman Program Training Manual. Jackson, MS: Mississippi Council on Aging. 1985.
Maddox, George L. The Encyclopedia of Aging. New York, NY: Springer Publishing Co.1987.

Evaluation and Suggested Minimum Performance Standards:

*The student will identify the correct definition of the geriatric terms by multiple choice, matching or completion with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

_____*Identified the correct definition of geriatric terms.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 4 Unit Title: New Roles for the Aging

Objectives: *Upon completion of this unit, the student will identify new roles for the aging such as:

(a) political action
(b) community service
(c) education
(d) leisure
(e) employment
(f) social league activities
(g) church related activities

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, guest speakers, handout sheets
Have students complete a list of available community resources that relate to the new roles facing the elderly.

Suggested Resources:

Primary Source:

Additional Sources: Family Relationships and Parenting Education/Aging. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri. 1980.

An Orientation to the Older Americans Act. Washington, D.C.: National Association of State Units on Aging. 1985.

Cash Entitlements:

1. Medicare
2. Medicaid
3. Social Security Administration
4. SSI
5. Veterans Benefits
6. Older American Act Program
7. Meals on Wheels
8. Home delivered meals
9. Home Health Care Agency
10. Home Health Care Nurse

Evaluation and Suggested Minimum Performance Standards:

*The student will identify at least 3 new roles available for the aging population.

* Indicates core/essential objectives

Performance Record:

_____*Identified 3 new roles for the elderly.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 5 Unit Title: Victimization of the Elderly

Objectives: Upon completion of this unit, the student will:

*1. identify types of fraud to which the elderly fall victim. (Examples: medical quackery, retirement land deals, confidence games, "get-rich-quick" schemes, loneliness industry, insurance fraud, working at home)
*2. identify security programs designed to help protect the elderly. (Examples: operation identification, self defense programs, neighborhood watch, operation good morning, volunteer escort service)

* Indicates core/essential objectives

Suggested Instructional Practices:

Role-playing, films, lecture and discussion, handouts, guest speaker from police department and banks

Suggested Resources:

Primary Source:

Additional Sources: Family Relationships and Parenting/Aging. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 types of fraud to which the elderly fall victim.
*Objective 2: The student will identify at least 3 security programs designed to help protect the elderly.

* Indicates core/essential objectives

Performance Record:

____*1. Listed and described 3 types of fraud to which the elderly fall victim.
____*2. Listed and described 3 security programs designed to help protect the elderly.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 6 Unit Title: Geriatric Illness

Objectives: *Upon completion of this unit, the student will identify characteristics of the following geriatric illnesses:
(a) heart disease.
(b) Alzheimer's disease.
(c) arthritis.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, field trips, interview with patients and speakers
Make posters on heart disease and ways to reduce heart attacks.

Suggested Resources:

Primary Source:

Additional Sources: T.V. documentory
Magazine articles
Films:
Help Yourself to Better Health. Mississippi State, MS: Cooperative Extension Service.
Ways to Live Longer. Garden Grove, California: Trainex.
The Feminine Mistakes. Garden Grove, California: Med-Com.
Ombudsman Program Training Manual. Jackson, MS: Mississippi Council on Aging. 1985.
Mummah, Hazel, and Smith, E. The Geriatric Assistant. Chapters 6 and 9. New York, NY: McGraw-Hill. 1981.

Evaluation and Suggested Minimum Performance Standards:

*The student will identify 3 characteristics of the following: heart disease, Alzheimers disease, arthritis.

* Indicates core/essential objectives

Performance Record:

____*1. Listed 3 characteristics of heart disease.
____*2. Listed 3 characteristics of Alzheimer's disease.
____*3. Listed 3 characteristics of arthritis.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 7 Unit Title: Patient's Rights

Objectives: Upon completion of this unit, the student will:

*1. identify why the Patient's Bill of Rights was written.
*2. identify the patient's rights as established by law in a long term care facility.
*3. identify examples of violations of a patient's rights.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, films and patient's rights mandated policies
Use a buzz session for students to determine how they would respond to a paient whose rights have been violated.

Suggested Resources:

Primary Source:

Additional Sources: Ombudsman Program Training Manual. Jackson, MS: Mississippi Council on Aging. 1985.

Evaluation and Suggested Minimum Peformance Standards:

*Objective 1: The student will identify at least one reason why the Bill of Rights was written.
*Objective 2: Identify 4 rights from the Bill of Rights.
*Objective 3: Identify 3 examples of violations of the patient's rights.

* Indicates core/essential objectives

Performance Record:

_____*1. Identified one reason why the Bill of Rights was written.
_____*2. Identified 4 rights from the Bill of Rights.
_____*3. Identified 3 examples of violations of the patient's rights.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 8 Unit Title: Patient Care Skills

Objectives: *Upon completion of this unit, the student will demonstrate the proper procedures for performing the following patient care skills:
(a) bed making
(b) bed bath
(c) blood pressure
(d) oral hygiene

* Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations, observations, filmstrips, and films

Suggested Resources:

Primary Source:

Additional Sources: NASCO Filmstrip Series. Ft. Atkinson, WIS.: NASCO
A.M. Care
Care of the Geriatric Patient
Care of the Terminally Ill
Giving a Bed Bath
Making an Unoccupied Bed
Moving and Lifting a Patient in Bed

Giving the Patient a Bed Bath. Nasco Film Series. Ft. Atkinson, WIS.: NASCO.

Basic Bed Making for Patient Comfort and Safety. Garden Grove, CA: Med-Com.

Mummah, Hazel and Smith, E. The Geriatric Assistant. New York, NY: McGraw-Hill. 1981.

Evaluation and Suggested Minimum Performance Standards:

*The student will perform the following patient care skills with 80% accuracy:
(a) basic bed making
(b) bed bath
(c) blood pressure
(d) oral hygiene

* Indicates core/essential objectives

Performance Record:

____* Performed the following patient care skills:
(a) basin bed making
(b) bed bath
(c) blood pressure
(d) oral hygiene

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 9 Unit Title: Home Management Care of Elderly

Objectives: *Upon completion of this unit, the student will identify services provided in caring for the elderly at home.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, guest speakers--home health care nurse, field trips

Suggested Resources:

Primary Source:

Additional Sources: Home Health Care Agency
Huben, H; Spatz, A; and Corrello, C. Homemaker/Home Health Aide. Second ed. Albany, New York: Delman Publishers Inc. 1985.
Bressler, Dawn S. Learning From and Caring for Older Patients: Washington D.C.: AARP Program Department. 1984.

Evaluation and Suggested Instructional Performance Standards:

*The student will identify 3 services provided in caring for the elderly at home.

* Indicates core/essential objectives

Performance Record:

____*Identified 3 services provided in caring for the elderly at home.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 10 Unit Title: Career Opportunities in Geriatrics

Objectives: Upon completion of this unit, the student will:

*1. identify various job opportunites available in the geriatric profession such as:
   (a) nursing
   (b) geriatric aide
   (c) physical therapist
   (d) social worker
   (e) dietician
   (f) recreational therapist
   (g) activity director
*2. identify at least five factors that would help you on a job interview.

* Indicates core/essential objectives

Suggested Instructional Practices:

Field trips, video presentations, guest speakers, interview with professionals and mock job interview, and handouts

Suggested Resources:

Primary Source:

Additional Sources: Film: Gerontological Nurses - A New Breed. Garden Grove, CA: Trainex.
Blackledge and Blackledge. 3rd ed. The Job You Want - How to Get It. Cincinnati, OH: South-Western Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify at least 3 professions one could pursue in the field of geriatrics.
*Objective 2: The student will identify 5 factors that would help provide for a successful job interview.

* Indicates core/essential objectives

Performance Record:

____*1. Identified 3 professions available in the field of geriatrics.
____*2. Identified 5 factors that would provide for a successful job interview.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Aging II

Unit No.: 11 Unit Title: Lab Experience

Objectives: *Upon completion of this unit, the student will better understand the needs of the elderly by working and/or observing in one or more of the following:
(a) nursing home
(b) hospital
(c) personal care home
(d) nutrition site/senoir center
(e) lift care centers/retirement complex

* Indicates core/essential objectives

Suggested Instructional Practices:

General discussion of expectations of students in facility prior to visit

Suggested Resources:

Primary Source:

Additional Sources: Administration
Social director
Nursing director

Evaluation and Suggested Minimum Performance Standards:

*The student will complete lab participation with 60% accuracy.

* Indicates core/essential objectives

Performance Record:

_____*Completed requirements for lab participation.

* Indicates core/essential objectives

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES I

COURSE GUIDE

Developed by

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COURSE OUTLINE

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES I

Unit No.	Unit Title
1	Orientation
2	Human Relations
3	Basic Construction Techniques
4	Industrial Sewing

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services I

Unit No.: 1 Unit Title: Orientation

Objectives: Upon completion of this unit, the student will:

*1. identify objectives of Clothing Management, Production and Services.
2. explain the importance of leadership organizations.
3. state the goals and purposes of FHA/HERO as they relate to life and the world of work.
*4. Participate in one local HERO competitive event.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, class discussion, check lists, role-playing

Suggested Resources:

Primary Source: Clements, Irene and Coffey, Judy. Home Economics I: Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1977.

Additional Sources: Mississippi HERO Proficiency Events. 1986. (Use yearly update.)
STAR Events Handbook. 1987. (Use most recent handbook--updated yearly.)
Mississippi FHA/HERO Survival Kit. 1985.
Liddell, Louise. Clothing and Your Appearance. South Holland, Illinois: Goodhart Wilcox Co. 1987.
Mississippi FHA/HERO Leadership Handbook 1987

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 objectives of Clothing Management, Production and Services.
Objective 2: The student will list 3 reasons that leadership organizations are important.
Objective 3: The student will name the goals of FHA/HERO and relate them to life with at least 70% accuracy.
*Objective 4: The student will participate in one local HERO competitive event with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

_____ *1. Identified objectives of Clothing Management, Production, and Services I.
_____ 2. Explained the importance of leadership organizations.
_____ 3. Stated the goals and purposes of FHA/HERO as they relate to life.
_____ *4. Participated in one local competitive event.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services I

Unit No.: 2 Unit Title: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. identify skills for positive human relations.
*2. define self-awareness.
*3. define types of values.
*4. select factors dealing with self-respect, self-control, and attitudes.
*5. list benefits of setting goals.
*6. identify personality traits necessary for getting along with others.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, class discussion, check lists, role-playing

Suggested Resources:

Primary Source: Clements, Irene and Coffey, Judy. Home Economics I: Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1977.

Additional Sources: Kimbrell, Grady and Vineyard, Ben. Succeeding in the World of Work. Encino, CA: Glencoe Publishing Co. 1986.
Liddell, Louise. Clothing and Your Appearance. South Holland, Illinois: Goodhart Wilcox Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify skills for positive relations with 70% accuracy.
*Objective 2: The student will define self-awareness with 70% accuracy.
*Objective 3: The student will define 3 types of values with 70% accuracy.
*Objective 4: The student will select factors dealing with self-respect, self-control, and attitudes with at least 70% accuracy.
*Objective 5: The student will list benefits of setting goals with 70% accuracy.
*Objective 6: The student will identify personality traits necessary for getting along with others with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified skills for positive human relations.
____*2. Defined self-awareness.
____*3. Defined 3 types of values.

____*4. Selected factors dealing with self-respect, self-control and attitudes.
____*5. Listed benefits of setting goals.
____*6. Identified personality traits necessary for getting along with others.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production and Services I

Unit No.: 3 Unit Title: Basic Construction Techniques

Objectives: Upon completion of this unit, the student will:

*1. identify safety rules for the clothing services laboratory.
*2. demonstrate correct use of sewing equipment.
*3. identify the basic characteristics of cotton and polyester fabrics.
*4. identify information found on the pattern envelope and guide sheet.
*5. identify steps for preparing fabric for sewing.
*6. identify steps in laying out a pattern, cutting, and marking the pieces.
*7. identify machine stitching procedures.
*8. demonstrate the correct procedure for stitching single and double pointed darts.
*9. demonstrate the correct procedure for stitching three seams and three seam finishes.
*10. demonstrate the correct procedure for gathering.
*11. demonstrate the correct procedure for the slip stitch, the hem stitch, and a machine stitched hem.
*12. demonstrate the proper procedure for pressing.
*13. demonstrate the ability to make enclosed seams and outward curves.
*14. demonstrate the ability to make buttonholes and sew on buttons correctly.
*15. demonstrate the correct procedure for constructing and applying patch pockets.
*16. demonstrate the correct procedures for constructing lapped, centered, and fly front zippers.
*17. demonstrate the correct procedure for applying a waistband.

* Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations, hands-on experiences using the machines and making samples, lecture, and discussion

Suggested Resources:

Primary Source: Halmer, Ellen and Truitt, Debbie. Custom Sewing. Stillwater Oklhoma: State Department of Vocational and Tecnnical Education, Curriculum and Instructional Materials Center. 1980.

Additional Sources: Friend, Cathy; Parker, Frances; and Weber, Jeanette. Clothing: Fashion, Fabrics, Construction Teacher's Resource Manual. Peoria, IL: Bennett & Knight. 1986.

Lopez, Karen; Richmond, Mary; Rowan, Ramona. Clothing: Fashion, Fabrics, Construction, Teacher's Resource Book. Encino, CA: Bennett & McKnight. 1986.
Oliver, Brenda: Give it the Thorough ✓. Mississippi State, MS: Research and Curriculum Unit for Vocational and Technical Education. 1984.
Liddell, Louise. Clothing and Your Appearance. South Holland, Illinois: Goodhart Wilcox Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify safety rules for the clothing services laboratory with at least 70% accuracy.
*Objective 2: The student will demonstrate correct use of sewing equipment with at least 70% accuracy.
*Objective 3: The student will identify the basic characteristics of cotton and polyester fabrics with at least 70% accuracy.
*Objective 4: The student will identify information found on the pattern envelope and guide sheet with at least 70% accuracy.
*Objective 5: The student will identify steps for preparing fabric for sewing with at least 70% accuracy.
*Objective 6: The student will identify steps in laying out a pattern, cutting, and marking the pieces with at least 70% accuracy.
*Objective 7: The student will identify machine stitching procedures with at least 70% accuracy.
*Objective 8: The student will demonstrate the correct procedure for stitching single and double pointed darts with at least 70% accuracy.
*Objective 9: The student will demonstrate the correct procedure for stitching three seams and three seam finishes.
*Objective 10: The student will demonstrate the correct procedure for gathering with at least 70% accuracy.
*Objective 11: The student will demonstrate the correct procedure for the slip stitch, the hem stitch and a machine stitched hem with at least 70% accuracy.
*Objective 12: The student will demonstrate the proper procedure for pressing with at least 70% accuracy.
*Objective 13: The student will demonstrate the ability to make enclosed seams and outward curves with at least 70% accuracy.
*Objective 14: The student will demonstrate the ability to make buttonholes and sew on buttons correctly with at least 70% accuracy.
*Objective 15: The student will demonstrate the correct procedure for constructing and applying patch pockets with at least 70% accuracy.
*Objective 16: The student will demonstrate the correct procedure for constructing lapped, centered, and fly front zippers with at least 70% accuracy.
*Objective 17: The student will demonstrate the correct procedure for applying a waist band with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified safety rules for the clothing service laboratory.
____*2. Demonstrated correct use of sewing equipment.
____*3. Identified the basic characteristics of cotton and polyester fabrics.
____*4. Identified information found on the pattern envelope and guide sheet.
____*5. Identified steps for preparing fabric for sewing.
____*6. Identified steps in laying out a pattern, cutting, and marking the pieces.
____*7. Identified machine stitching procedures.
____*8. Demonstrated the correct procedure for stitching single and double pointed darts.
____*9. Demonstrated the correct procedure for stitching three seams and three seam finishes.
___*10. Demonstrated the correct procedure for gathering.
___*11. Demonstrated the correct procedure for the slip stitch, the hem stitch, and a machine stitched hem.
___*12. Demonstrated the proper procedure for pressing.
___*13. Demonstrated the ability to make enclosed seams and outward curves.
___*14. Demonstrated the ability to make buttonholes and sew on buttons correctly.
___*15. Demonstrated the correct procedure for constructing and applying patch pockets.
___*16. Demonstrated the correct procedure for constructing lapped, centered, and fly front zippers.
___*17. Demonstrated the correct procedure for applying a waistband.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services I

Unit No.: 4 Unit Title: Industrial Sewing

Objectives: Upon completion of this unit, the student will:

*1. list employment opportunites for industrial sewing machine operators.
*2. identify safety precautions in the needle trade industry.
*3. identify the proper dress for work, posture at the machine, and self-care rules.
*4. identify parts of the lockstitch machine.
*5. demonstrate the correct procedure for threading the lockstitch machine and filling the bobbin.
*6. demonstrate the correct procedure for cleaning and oiling the lockstitch machine.
*7. demonstrate the ability to change the needle in an industrial machine.
*8. demonstrate the ability to operate an industrial machine.

* Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations, hands on experiences, and field trips to clothing industries

Suggested Resources:

Primary Source: Ellen Holmes and Joyce Sawatzky. Needle Trades. Stillwater, OK: State Department of Vocational and Technical Education, Curriculum and Instruction Materials Center. 1978.

Additional Sources: Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide. Mississippi State, MS: Research and Curriculum Unit for Vocational and Technical Education and Education Committee of the American Apparel Manufacturing Association. 1976.

Liddell, Louise. Clothing and Your Appearance. South Holland, Illinois: Goodhart Wilcox Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list employment opportunities for industrial sewing machine operators with at least 70% accuracy.
*Objective 2: The student will identify safety precautions in the needle trade industry with at least 70% accuracy.
*Objective 3: The student will identify the proper dress for work, posture at the machine and self care rules with at least 70% accuracy.
*Objective 4: The student will identify parts of the lockstitch with at least 70% accuracy.
*Objective 5: The student will demonstrate the correct procedure for threading the lockstitch machine and filling the bobbin with at least 70% accuracy.

*Objective 6: The student will demonstrate the correct procedure for cleaning and oiling the machine with at least 70% accuracy.

*Objective 7: The student will demonstrate the ability to change the needle in an industrial machine with at least 70% accuracy.

*Objective 8: The student will demonstrate the ability to operate an industrial machine with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Listed employment opportunities for industrial sewing machine operators.
____*2. Identified safety precautions in the needle trade industry.
____*3. Identified the proper dress for work, posture at the machine, and self-care rules.
____*4. Identified parts of the lockstitch machine.
____*5. Demonstrated the correct procedure of cleaning and oiling the machine.
____*6. Demonstrated the correct procedure for threading the lockstitch machine and filling the bobbin.
____*7. Demonstrated the ability to change the needle in an industrial machine.
____*8. Demonstrated the ability to operate an industrial machine.

* Indicates core/essential objectives

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES II

COURSE GUIDE

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COURSE OUTLINE

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES II

Unit No.	Unit Title
1	Advanced Construction Techniques
2	Alterations
3	Industrial Sewing
4	Finding A Job for You

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services II

Unit No.: 1 Unit Title: Advanced Construction Techniques

Objectives: Upon completion of this unit, the student will:

*1. demonstrate the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.
*2. identify the types of interfacing and the correct method of applying each.
*3. demonstrate the ability to correctly lay pattern pieces on napped or one way design fabric.
*4. demonstrate the correct procedure for cutting and joining bias strips.
*5. demonstrate the correct procedure for applying a tuck or pleat to a garment.
*6. identify characteristics of a well-made collar.
*7. demonstrate the construction of a roll collar.
*8. construct and set in a sleeve.
*9. identify types of cuffs and demonstrate the ability to construct one of these.
*10. demonstrate the correct procedure for tailor's hem finish, lace finish, or seam tape finish.
*11. demonstrate the correct procedure for constructing a hip pocket.
*12. identify types of specialized fasteners and the correct procedures for applying each.

* Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations, hands on experiences, visual aids, lecture, and discussion

Suggested Resources:

Primary Source: Halmes, Ellen and Truitt, Debbie. Custom Sewing. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1980.

Additional Sources: Weber, Jeanette. Clothing: Fashion Fabrics Construction. Peoria, Illinois: Bennett & McKnight Publishing Co. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams with at least 70% accuracy.

*Objective 2: The student will identify the types of interfacing and the correct method of applying each with at least 70% accuracy.

*Objective 3: The student will demonstrate the ability to correctly lay pattern pieces on napped or one way design fabric with 70% accuracy.

*Objective 4: The student will demonstrate the correct procedure for cutting and joining bias strips with at least 70% accuracy.

*Objective 5: The student will demonstrate the correct procedure for applying a tuck or pleat to a garment with 70% accuracy.

*Objective 6: The student will identify the characteristics of a well-made collar with 70% accuracy.

*Objective 7: The student will demonstrate the construction of a roll collar with at least 70% accuracy.

*Objective 8: The student will construct and set in a sleeve with 70% accuracy.

*Objective 9: The student will identify the 3 types of cuffs and demonstrate the ability to construct one of these with 70% accuracy.

*Objective 10: The student will demonstrate correct procedure for tailor's hem finish, lace finish, or seam tape finish with at least 70% accuracy.

*Objective 11: The student will demonstrate the correct procedure for constructing a hip pocket with at least 70% accuracy.

*Objective 12: The student will identify 3 types of specialized fasteners and the correct procedures for applying each with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Demonstrated the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.

____*2. Identified the types of interfacing and the correct method of applying each.

____*3. Demonstrated the ability to correctly lay pattern pieces on napped or one way design fabric.

____*4. Demonstrated the correct procedure for cutting and joining bias strips.

____*5. Demonstrated the correct procedure for applying a tuck or pleat to a garment.

____*6. Identified characteristics of a well-made collar.

____*7. Demonstrated the construction and application of a roll collar.

____*8. Constructed and set in a sleeve.

____*9. Identified the 3 types of cuffs and demonstrated the ability to construct one of these.

* Indicates core/essential objectives

___*10. Demonstrated the correct procedure for tailor's hem finish, lace finish, or seam tape finish.
___*11. Demonstrated the correct procedure for constructing a hip pocket.
___*12. Identified 3 types of specialized fasteners and demonstrated the correct procedures for applying each.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services II

Unit No.: 2 Unit Title: Alterations

Objectives: Upon Completion of this unit, the student will:

*1. identify sources of employment for an alterationist.
*2. identify terms associated with alterations of ready made clothing.
*3. identify indications of needed alterations to their causes.
*4. identify basic rules to follow when altering ready to wear clothes.
*5. identify industrial construction methods that interfere with alterations.
*6. demonstrate the ability to legthen or shorten a garment.
*7. demonstrate the ability to take up or let out a garment.
*8. demonstrate the correct procedure for tapering a seam.

* Indicates core/essential objectives

Suggested Instructional Practices:

Demonstrations, discussions, on-hands experiences, and visual aids

Suggested Resources:

Primary Source: Halmes, Ellen and Truitt, Debbie. Custom Sewing. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1980.

Additional Sources: Brinkley, Jeanne; Aletti, Ann; and Mosley, James. Altering Ready to Wear. Peoria, Illimois: Charles A. Bennett Co. 1976.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify sources of employment for an alterationist with at least 70% accuracy.
*Objective 2: The student will identify terms associated with alterations of ready made clothing with at least 70% accuracy.
*Objective 3: The student will identify indications of needed alterations to their causes with at least 70% accuracy.
*Objective 4: The student will identify 3 basic rules to follow when altering ready to wear clothes with at least 70% accuracy.
*Objective 5: The student will identify industrial construction methods that interfere with alterations with at least 70% accuracy.
*Objective 6: The student will demonstrate the ability to legthen or shorten a garment with at least 70% accuracy.
*Objective 7: The student will demonstrate the ability to take up or let out a garment with at least 70% accuracy.

*Objective 8: The student will demonstrate the correct procedure for tapering a seam with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified sources of employment for an alerationist.
____*2. Identified terms associated with alerations of ready made clothing.
____*3. Identified indications of needed alerations to their causes.
____*4. Identified 3 basic rules to follow when altering ready to wear clothes.
____*5. Identified industrial construction methods that interfere with alterations.
____*6. Demonstrated the ability to lengthen or shorten a garment.
____*7. Demonstrated the ability to take up or let out a garment.
____*8. Demonstrated the correct procedure for tapering a seam.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services II

Unit No.: 3 Unit Title: Industrial Sewing

Objectives: Upon completion of this unit, the student will:

*1. demonstrate motion economy techniques using the lockstitch machine or serger.
*2. demonstrate the proper procedure for easing in fullness using a serger.
*3. demonstrate the ability to thread the serger by using the tie-on method.
*4. demonstrate the correct procedure for handling, sewing, and disposing of cloth samples using the lockstitch machine.

* Indicates core/essential objectives

Suggested Instuctional Practices:

Demonstrations, hands-on experiences, discussions, and lectures

Suggested Resources:

Primary Source: Holmes, Ellen and Sawatzky, Joyce. Needle Trades. Stillwater, OK: State Department of Vocational and Technical Education, Curriculum and Instruction Materials Center. 1978.

Additional Sources: Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide. Mississippi State, MS: Research and Curriculum Unit for Vocational and Technical Education and Committee of the American Apparel Manufacturing Association. 1976.

Liddell, Louise. Clothing and Your Appearance. South Holland, Illinois: Goodhart Wilcox Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate motion economy techniques using the lockstitch or serger with at least 70% accuracy.
*Objective 2: The student will demonstrate the proper procedure for easing in fullness using a serger with at least 70% accuracy.
*Objective 3: The student will demonstrate the ability to thread the serger by using the tie-on method with at least 70% accuracy.
*Objective 4: The student will demonstrate the correct procedure for handling, sewing, and disposing of cloth samples using the lockstitch.

* Indicates core/essential objectives

Performance Record:

____*1. Demonstrated motion economy techniques using the lockstitch or serger.
____*2. Demonstrated the proper procedure for easing in fullness using a serger.
____*3. Demonstrated the ability to thread the serger by using the tie-on method.
____*4. Demonstrated the correct procedure for handling, sewing, and disposing of cloth samples using the lockstitch machine.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Clothing Management, Production, and Services II

Unit No.: 4 Unit Title: Finding A Job for You

Objectives: Upon completion of this unit, the student will:

*1. describe the process of finding the right job.
*2. fill out a job application form.
*3. demonstrate how to prepare an effective resume.
*4. demonstrate how to write an effective cover letter.
*5. demonstrate acceptable conduct for a job interview.
*6. identify characteristics that help on-the-job success.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, practical application, and role playing

Suggested Resources:

Primary Source: Weber, Jeannette. Clothing: Fashion, Fabrics, Construction. Peoria, Illinois: Bennett & McKnight Publishing Co. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the process of finding the right job with at least 70% accuracy.

*Objective 2: The student will complete an application form that meets the following criteria:
1. instructions were followed
2. neat overall appearance
3. information was accurate and appropriate

*Objective 3: The student will prepare a resume' that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed

*Objective 4: The student will write a cover letter that meets the following criteria:
1. form and appearance conform to standards
2. proper information is included
3. uses original approach
4. uses a proper closing

*Objective 5: The student will achieve a 70 percent rating in a mock interview based on the following criteria:

1. grooming
2. promptness
3. knew facts about company
4. introduced him/herself properly
5. manners
6. asked appropriate questions
7. gave appropriate answers
8. used correct grammar
9. closed interview properly
10. poise
11. made eye contact

*Objective 6: The student will identify characteristics that help on-the-job success with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Described the process of finding the right job.
____*2. Filled out a job application form.
____*3. Prepared an effective resume.
____*4. Wrote an effective cover letter.
____*5. Conducted a job interview.
____*6. Identified characteristics that help on-the-job success.

* Indicates core/essential objectives

FOOD SERVICE I

COURSE GUIDE

Developed by

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COURSE OUTLINE

FOOD SERVICE I

Unit No.	Unit Title
1	HERO
2	Introduction to Food Services Industry
3	Human Relations
4	Sanitation
5	Safety
6	Equipment
7	Quality Food Methods
8	Recipe Usage and Cost Control
9	Food Production
10	Menu Planning

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 1 Unit Title: HERO

Objectives: Upon completion of this unit, the student will:

1. explain the importance of leadership organizations.
*2. identify benefits of being a member of FHA/HERO.
3. state the goals and purposes of FHA/HERO as they relate to life and the world of work.
*4. participate in one local HERO competitive event.

* Indicates core/essential objectives

Suggested Instructional Practices:

Discussion led by teacher, student participation in programs, projects, and activities, panel of former club officers, films, filmstrips, slides, or videotapes, transparencies using overhead projector

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Sources: Mississippi HERO Proficiency Events. 1983.
STAR Events Handbook. 1987. (Use most recent handbook--updated yearly.)
Mississippi FHA/HERO Survival Kit. 1980.
Future Homemakers of America, Handbook for Youth-Centered Leadership, Reston, VA, 1982.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list 3 reasons that leadership organization are important with 70% accuracy.
*Objective 2: The student will identify 3 benefits of being a member of FHA/HERO with at least 70% accuracy.
Objective 3: The student will state the goal and five of the eight purposes of FHA/HERO with 70% accuracy.
*Objective 4: The student will participate in one local HERO competitive event with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

_____1. Explained the importance of leadership organizations.
_____*2. Identified the benefits of being a member of FHA/HERO.
_____3. Stated the goal and five of the eight purposes of FHA/HERO as they relate to life and the world of work.
_____*4. Participated in one local HERO competitive evnet.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 2 Unit Title: Introduction to Food Service Industry

Objectives: Upon completion of this unit, the student will:

*1. name types of food service operations.
*2. classify types of jobs available in food service occupations.
*3. identify opportunities for employment in food service in local area.
*4. identify ways to achieve job advancement.
*5. demonstrate employability skills.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 4 out of 6 types of food service operations.
*Objective 2: The student will classify 10 jobs in four areas of food service with 80% accuracy.

*Objective 3: The student will list 10 opportunities for employment in the food service industry with 80% accuracy.

*Objective 4: The student will list 3 ways to achieve job advancement with 80% accuracy.

*Objective 5: The student will demonstrate the ability to:
(a) complete a job application.
(b) complete a personal data sheet.
(c) write a letter of application.
(d) interview for a position.
(e) complete a self-evaluation form.

* Indicates core/essential objectives

Performance Record:

____*1. Named 4 types of food service operations.
____*2. Classified jobs in food service industry.
____*3. Identified 10 opportunities for employment in the food service industry.
____*4. Identified 3 ways to achieve job advancement.
____*5. Completed the following:
(a) job application
(b) personal data sheet
(c) letter of application
(d) job interview
(e) Self-evaluation

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 3 Unit Title: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. select characteristics of a good personality.
*2. identify expectations of an employee.
*3. recognize ways to get along with the public.
*4. identify positive attitudes toward oneself.
*5. identify positive attitudes toward job situations.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select 5 characteristics of a good personality.
*Objective 2: The student will identify 5 expectations of an employee.

*Objective 3: The student will recognize 5 ways to get along with the public.
*Objective 4: The student will identify 5 positive attitudes toward oneself.
*Objective 5: The student will identify 5 positive attitudes toward job situations.

* Indicates core/essential objectives

Performance Record:

____*1. Selected 5 characteristics of a good personality.
____*2. Identified 5 expectations of an employee.
____*3. Recognized 5 ways to get along with the public.
____*4. Identified 5 positive attitudes toward oneself.
____*5. Identified 5 positive attitudes toward job situations.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 4 Unit Title: Sanitation

Objectives: Upon completion of this unit, the student will:

*1. identify regulatory agencies which deal with sanitation in food service.
*2. identify standards for sanitation in the food service industry.
*3. demonstrate appropriate sanitary procedures used in food service.
*4. recognize causes of food-borne illnesses and food cantamination.
*5. identify methods of prevention of food-borne illness and food contamination.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 regulatory agencies which deal with sanitation in food service with 80% accuracy.
*Objective 2: The student will identify 10 standards for sanitation in the food service industry with 80% accuracy.

*Objective 3: The student will demonstrate 5 sanitary procedures used in food service with 80% accuracy.

*Objective 4: The student will recognize 4 causes of food-borne illnesses and food contamination with 80% accuracy.

*Objective 5: The student will identify 6 out of 10 methods of prevention of food-borne illness and food contamination.

* Indicates core/essential objectives

Performance Record:

____*1. Identified regulatory agencies which deal with sanitation in food service.

____*2. Identified standards for sanitation in the food service industry.

____*3. Demonstrated sanitary procedures used in food service.

____*4. Recognized causes of food-borne illnesses and food contamination.

____*5. Identified methods of prevention of food-borne illness and food contamination.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 5 Unit Title: Safety

Objectives: Upon completion of this unit, the student will:

*1. recognize safe work habits in food service jobs.
*2. state steps in operating, safety rules, and safe cleaning procedures for each piece of hazardous equipment in the food service laboratory.
*3. identify rules for fire prevention in the food service industry.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will recognize safe work habits in food service jobs with 80% accuracy.
*Objective 2: The student will state steps in operating the safety rules and the safe cleaning procedures for each piece of hazardous equipment in the food service lab.

*Objective 3: The student will identify 5 out of 8 rules for fire prevention.

* Indicates core/essential objectives

Performance Record:

____*1. Recognized safe work habits in food service jobs.
____*2. Stated steps in operating, safe cleaning procedures, and safety rules for hazardous equipment in the food service lab.
____*3. Identified 5 rules for fire prevention.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 6 Unit Title: Equipment

Objectives: Upon completion of this unit, the student will:

*1. identify and recognize uses of designated hand tools and utensils used in food service.
*2. identify large pieces of equipment used in a food service establishement.
*3. demonstrate the use of major pieces of equipment available in the food service laboratory.
*4. recognize foods to be prepared on/with available equipment.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips, and card game

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify and recognize uses of 20 out of 30 hand tools and utensils used in food service.

*Objective 2: The student will identify large pieces of equipment used in a food service establishment with 80% accuracy.

*Objective 3: The student will demonstrate the use of major pieces of equipment available in the food service laboratory with 80% accuracy.

*Objective 4: The student will recognize 5 foods to be prepared on/with available equipment with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified and recognized uses of hand tools and utensils used in food service.

____*2. Identified large pieces of equipment used in food service establishement.

____*3. Demonstrated the use of major pieces of equipment used in the food service laboratory.

____*4. Recognized foods to be prepared on/with available equipment.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 7 Unit Title: Quality Food Methods

Objectives: Upon completion of this unit, the student will:

*1. identify basic terminology related to food service.
*2. identify measurements and abbreviations related to food service.
*3. demonstrate measuring techniques used in food service preparation.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 20 terms related to food service with 80% accuracy.
*Objective 2: The student will identify 6 measurements and 8 abbreviations related to food service with 80% accuracy.

*Objective 3: The student will identify 5 measuring techniques used in food service preparation with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified basic terminology related to food service.
____*2. Identified measurements and abbreviations related to food service.
____*3. Identified measuring techniques used in food service preparation.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 8 Unit Title: Recipe Usage and Cost Control

Objectives: Upon completion of this unit, the student will:

*1. select contents of a standard recipe.
*2. arrange in order the procedure to follow when using a standard recipe.
*3. state methods of controlling cost in a quantity recipe.
*4. precost a standardized quantity recipe.
*5. identify methods of portion control.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select 4 out of 8 parts of a standard recipe.
*Objective 2: The student will arrange in order the procedure to follow when using a standard recipe with 80% accuracy.

*Objective 3: The student will state 5 methods of controlling cost in a quantity recipe with 80% accuracy.

*Objective 4: The student will precost one standardized quantity recipe with 80% accuracy.

*Objective 5: The student will identify three methods of portion control with 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Selected contents of a standard recipe.
____*2. Arranged in order the procedure to follow when using a standard recipe.
____*3. Stated methods of controlling cost in a quantity recipe.
____*4. Precosted a standardized quantity recipe.
____*5. Identified methods of portion control.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 9 Unit Title: Food Production

Objectives: Upon completion of this unit, the student will:

*1. identify foods and/or beverages for preparation in the cold food station.
*2. identify foods for preparation in the hot food station.
*3. identify foods for preparation in the bake station.
*4. demonstrate the ability to prepare foods in the cold, hot, and bake stations.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 foods and/or beverages for preparation in the cold food station with 80% accuracy.

*Objective 2: The student will identify 5 foods for preparation in the hot food station with 80% accuracy.

*Objective 3: The student will identify 5 foods for preparation in the bake station with 80% accuracy.

*Objective 4: The student will demonstrate the ability to prepare 1 food in each of the cold, hot, and bake stations with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified foods and/or beverages for preparation in the cold food station.
____*2. Identified foods for preparation in the hot food station.
____*3. Identified foods for preparation in the bake station.
____*4. Demonstrated the ability to prepare foods in the cold, hot, and bake stations.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service I

Unit No.: 10 Unit Title: Menu Planning

Objectives: Upon completion of this unit, the student will:

*1. identify goals of menu planning.
*2. identify methods for giving menu variety.
*3. demonstrate the ability to plan a menu for quantity food production.
*4. identify menus for special needs.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Chesser, Jerold and Grimes, Vici. Food Service Production and Service. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education. 1976.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 4 goals of menu planning with 80% accuracy.
*Objective 2: The student will identify 5 methods for giving menu variety with 80% accuracy.
*Objective 3: The student will demonstrate the ability to plan a menu for quantity food production with 80% accuracy.
*Objective 4: The student will identify with 70% accuracy menus for:
(a) medical diets.
(b) weight control.

* Indicates core/essential objectives

Performance Record:

____*1. Identified goals of menu planning.
____*2. Identified methods for giving menu variety.
____*3. Demonstrated the ability to plan a menu for quantity food production.
____*4. Identified menus for special needs.

* Indicates core/essential objectives

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FOOD SERVICE II

COURSE GUIDE

Developed by

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COURSE OUTLINE

FOOD SERVICE II

Unit No.	Unit Title
1	Safety and Sanitation
2	Recipe Conversion
3	Quantity Food Purchasing, Receiving and Storage
4	Menu Planning and Costing
5	Customer Service
6	Food Production

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 1 Unit Title: Safety and Sanitation

Objectives: Upon completion of this unit, the student will:

*1. recognize safe work habits in food service jobs.
*2. state steps in operating, safety rules, and safe cleaning procedures for each piece of hazardous equipment in the food service laboratory.
*3. identify rules for fire prevention in the food service industry.
*4. identify standards for sanitation in the food service industry.
*5. demonstrate appropriate sanitary procedure skills used in food service.
*6. recognize causes and prevention of food-borne illnesses and food contamination.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, practical application, guest speakers, films or filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will recognize safe work habits in food service jobs with 80% accuracy.

*Objective 2: The student will state the steps in operating, the safety rules, and the safe cleaning procedures for each hazardous piece of equipment in the food service lab with 80% accuracy.

*Objective 3: The student will identify 8 rules for fire prevention with 80% accuracy.

*Objective 4: The student will identify 10 standards for sanitation in the food service industry with 80% accuracy.

*Objective 5: The student will demonstrate appropriate sanitary procedure skills used during food preparation with 85% accuracy.

*Objective 6: The student will recognize 8 out of 10 methods of preventing food-borne illness and food contamination.

* Indicates core/essential objectives

Performance Record:

____*1. Recognized safe work habits in food service jobs.
____*2. Stated steps in operating, safety rules, and safe cleaning procedures for each hazardous piece of equipment in the food service lab.
____*3. Identified rules for fire prevention.
____*4. Identified standards for sanitation in the food service industry.
____*5. Demonstrated appropriate sanitary procedures during food preparation.
____*6. Recognized methods of preventing food borne illness and food contamination.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 2 Unit Title: Recipe Conversion

Objectives: Upon completion of this unit, the student will:

*1. identify the contents of a standard recipe in quantity food preparation.
*2. identify the formula for adjusting yield on a standard recipe.
*3. convert weights and measures used in a standard recipe.
*4. increase/decrease a standard recipe.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 8 parts of a standard recipe in quantity food preparation.
*Objective 2: The student will identify the formula for adjusting yeild on a standard recipe with 80% accuracy.

*Objective 3: The student will convert weights and measures used in one standard recipe with 80% accuracy.

*Objective 4: The student will increase/decrease a standard recipe with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified parts of a standard recipe in quantity food production.

____*2. Identified the formula for adjusting yield on a standard recipe.

____*3. Converted weights and measures used in a standard recipe.

____*4. Increased/decreased a standard recipe.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 3 Unit Title: Quantity Food Purchasing, Receiving, and Storage

Objectives: Upon completion of this unit, the student will:

*1. state information needed for food specifications when purchasing food items.
*2. complete forms used in quantity food purchasing.
*3. identify procedures for receiving a food order.
*4. identify methods of storing food items properly.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will state 5 items of information needed for food specification when purchasing food items with 80% accuracy.
*Objective 2: The student will correctly complete 3 forms used in quantity food purchasing with 80% accuracy.

*Objective 3: The student will identify 3 procedures for receiving a food order in quantity food purchasing with 80% accuracy.

*Objective 4: The student will identify 5 methods of storing food items properly with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Stated 5 items of information needed for food specification when purchasing food items.
____*2. Completed 3 forms used in quantity food purchasing.
____*3. Identified 3 procedures for receiving a food order.
____*4. Identified 5 methods of storing food items properly.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 4 Unit Title: Menu Planning and Costing

Objectives: Upon completion of this unit, the student will:

*1. identify goals of menu planning.
*2. recognize factors involved in menu planning.
*3. identify reasons for costing a standard recipe.
*4. select items involved in the cost of a meal.
*5. demonstrate skills in determining menu prices.
*6. demonstrate skills in methods of portion control.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1. The student will identify 4 goals of menu planning.
*Objective 2. The student will recognize 6 out of 8 factors involved in menu planning.
*Objective 3. The student will identify 2 reasons for costing a standard recipe.

*Objective 4. The student will select 5 items involved in the cost of a meal.

*Objective 5. The student will demonstrate skills in determining menu prices with 85% accuracy.

*Objective 6. The student will demonstrate four methods of portion control with 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified goals of menu planning.
____*2. Recognized factors involved in menu planning.
____*3. Identified reasons for costing a standard recipe.
____*4. Selected items involved in the cost of a meal.
____*5. Demonstrated skills in determining menu prices.
____*6. Demonstrated skills in methods of portion control.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 5 Unit Title: Customer Service

Objectives: Upon completion of this unit, the student will:

*1. identify ways to deal with customers.
*2. state duties and responsibilities of service peronnel.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 ways to deal with customers with 80% accuracy.
*Objective 2: The student will state 3 duties and responsibilities of service personnel with 80% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Identified ways to deal with customers.
____*2. Stated duties and responsibilities of service personnel.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Food Service II

Unit No.: 6 Unit Title: Food Production

Objectives: Upon completion of this unit, the student will:

*1. identify foods and beverages prepared in the salad and sandwich station.
*2. identify foods for preparation in the entree' station.
*3. identify foods for preparation in the vegetable station.
*4. identify foods for preparation in the fry-broil station.
*5. identify foods for preparation in the soup-sauce station.
*6. identify foods for preparation in the bake station.
*7. demonstrate the ability to prepare foods in the above stations.
*8. develop skills for preparing foods for special purposes.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, flip chart, overhead projector, guest speakers, films and filmstrips

Suggested Resources:

Primary Source: Gibson, Leroy; Houston, Jane and Palan, Earl. Food Production and Services: Introduction, Production, Services, and Fast Foods. Stillwater, Oklahoma: Mid-America Vocational Consortium Inc. 1983.

Additional Resources: Cornelius, Ethelyn G. Food Service Careers. Peoria, Illinois: Bennett and McKnight Publishing Company. 1979.
Occupational Outlook: U.S. Department of Labor.
Films
Food Service: Skills and Equipment. Portland, Maine: Portland Regional Vocational Center. 1980.
Food Service Skills Series. Mission Hills, CA: Glencoe Publishing Co. 1983-1984.
Ray, Mary Frey and Lewis, Evelyn Jones. Exploring Professional Cooking. Mission Hills, CA: Glencoe Publishing Co. 1980.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 foods and/or beverages prepared in the salad and sandwich station with 80% accuracy.

*Objective 2: The student will identify 5 foods for preparation in the entree' station with 80% accuracy.

*Objective 3: The student will identify 5 foods for preparation in the vegetable station with 80% accuracy.

*Objective 4: The student will identify 5 foods for preparation in the fry-broil station with 80% accuracy.

*Objective 5: The student will identify 5 foods for preparation in the soup-sauce station with 80% accuracy.

*Objective 6: The student will identify 5 foods for preparation in the bake station with 80% accuracy.

*Objective 7: The student will demonstrate the ability to prepare 1 food in each of the food stations.

*Objective 8: The student will develop 5 skills for preparing foods for special purposes.

* Indicates core/essential objectives

Performance Record:

____*1. Identified foods and beverages prepared in the salad and sandwich station.
____*2. Identified foods for preparation in the entree' station.
____*3. Identified foods for preparation in the vegetable station.
____*4. Identified foods for preparation in the fry-broil station.
____*5. Identified foods for preparation in the soup-sauce station.
____*6. Identified foods for preparation in the bake station.
____*7. Demonstrated the ability to prepare foods in the above stations.
____*8. Developed skills for preparing foods for special purposes.

* Indicates core/essential objectives

OCCUPATIONAL CHILD CARE I

COURSE GUIDE

Developed by

Blanche Hardin, Greenwood Voc. Center

Joy Kouns, Keys Voc. Center

Yvonne Long, Iuka High School

Billy Skinner, West Lauderdale High School

Billie Wilhite, Horn Lake High School

Team Leaders

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COURSE OUTLINE

OCCUPATIONAL CHILD CARE I

Unit No.	Unit Title
1	HERO
2	Employment Information
3	Parenting Skills
4	Areas of Development
5	A Wholesome Environment
6	Guiding Children's Behavior
7	Conducting Children's Activities

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 1 Unit Title: HERO

Objectives: Upon completion of this unit, the student will:

1. State the goals and purposes of FHA/HERO as they relate to life and the world of work.
2. Identify benefits of being a member of FHA/HERO
*3. Participate in one local HERO competitive event.

* Indicates core/essential objectives

Suggested Instructional Practices:

Discussion led by teacher, student participation in programs, projects and activities, panel of former club officers, films, slides, or videotapes

Suggested Resources:

Primary Source: Clements, Irene and Coffey, Judy. Home Economics I: Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instruction Materials Center. 1977.

Additional Sources: Mississippi HERO Proficiency Events. 1983. STAR Events Handbook. 1987. (Use most recent handbook--updated yearly.)
Mississippi FHA/HERO Survival Kit. 1980.
Future Homemakers of America, Handbook for Youth Centered Leadership, Reston, VA, 1982.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will name the goals of FHA/HERO and relate them to life.
Objective 2: The student will identify 3 benefits of being a member of FHA/HERO with at least 70% accuracy.
*Objective 3: The student will participate in one local HERO competitive event with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

_____ 1. Stated the goals and purposes of FHA/HERO as they relate to life.

_____ 2. Identified 3 benefits of being a member of FHA/HERO.
_____ *3. Participated in one local competitive event.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 2 Unit Title: Employment Information

Objectives: Upon completion of this unit, the student will:

*1. define basic child care terms.
*2. identify job opportunities in child care field.
*3. select advantages and disadvantages in child care occupations.
*4. list personal characteristics of a good child care worker.
*5. demonstrate employability skills.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, video camera

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Given a list of child care items, the student will match terms with their definitions with a 70% accuracy.
*Objective 2: The student will list 10 out of 15 opportunities available in the child care field.
*Objective 3: Given a list, the student will differentiate between advantages and disadvantages of employment in child care occupations with a 70% accuracy.
*Objective 4: The student will list 5 characteristics of a good child care worker.
*Objective 5: The student will demonstrate the ability to:
(a) complete a job application.
(b) complete a personal data sheet.
(c) write a letter of application.
(d) interview for a position.
(e) complete a self-evaluation form.

* Indicates core/essential objectives

Performance Record:

____*1. Matched terms with definitions.
____*2. Identified 10 job opportunities in child care.
____*3. Differentiated between advantages and disadvantages of employment in child care occupations.
____*4. Selected from a list 5 characteristics of a good child care worker.
____*5. Completed the following:
(a) Job application
(b) Personal data sheet
(c) Letter of application
(d) Job interview
(e) Self-evaluation

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 3 Unit Title: Parenting Skills

Objectives: Upon completion of this unit, the student will:

*1. identify factors that influence quality of life of the unborn.
*2. describe conception.
*3. describe stages of prenatal development.
*4. describe the birth process.
*5. identify basic needs of the newborn.

* Indicates core/essential objectives

Suggested Instructional Practices:

Audio-visuals, resource persons, lecture, discussion, role-playing

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 5 factors that influence the quality of life of the unborn child with 70% accuracy.
*Objective 2: The student will describe the process of conception with 70% accuracy.
*Objective 3: The student will describe the 3 stages of prenatal development with 70% accuracy.
*Objective 4: The student will correctly describe the birth process.
*Objective 5: The student will identify 5 basic needs of the newborn with 70% accuracy.

* Indicates core/essential objectives

Performance Record:

___*1. Identifed 5 factors that influence the quality of life of the unborn child.
___*2. Described conception.

____*3. Described the 3 stages of prenatal development.
____*4. Described the birth process.
____*5. Identified 5 basic needs of the newborn.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 4 Unit Title: Area of Development

Objectives: Upon completion of this unit, the student will:

*1. match ages of children to correct developmental stages.
*2. list developmental tasks of children.
*3. distinguish between hereditary and environmental influences on a child's development.
*4. list ways of meeting physical, intellectual, social, and emotional needs of children.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, video camera

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Given a list, the student will match the ages of children to the correct developmental stage with a 70% accuracy.
*Objective 2: The student will list 5 developmental tasks of children with a 70% accuracy.
*Objective 3: From a list, the student will distinguish between hereditary and environmental influences on a child's development with a 70% accuracy.
*Objective 4: The student will list 3 ways of meeting each of the following needs of children: physical, intellectual, social, and emotional.

* Indicates core/essential objectives

Performance Record:

____*1. Matched the ages of children to correct developmental stage.
____*2. Listed 5 developmental tasks of children.
____*3. Distinguished between hereditary and environmental influences on a child's development.
____*4. Listed 3 ways of meeting each of the following needs of children:
  a. physical
  b. intellectual
  c. social
  d. emotional

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 5 Unit Title: A Wholesome Environment

Objectives: Upon completion of this unit, the student will:

*1. describe a healthy child.
*2. list health practices essential for a child care center.
*3. list safety rules essential for a child care center.
*4. demonstrate a knowledge of basic first aid procedures.
*5. plan meals and snacks that meet nutritional requirements for a pre-school child.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visual, video cameras

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 5 characteristics of a healthy child with 70% accuracy.
*Objective 2: The student will list 5 health practices essential for a child care center.
*Objective 3: The student will list 5 safety rules essential for a child care center.
*Objective 4: When given a sample situation, the student will choose the correct first aid procedure with 80% accuracy.
*Objective 5: The student will plan a day's menu that meets nutritional requirements for a pre-school child with 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Listed 5 characteristics of a healthy child.
____*2. Listed 5 healthy practices essential for a child care center.
____*3. Listed 5 safety rules essential for a child care center.
____*4. Correctly demonstrated first aid procedures.
____*5. Planned a day's menu that met nutritional requirements for a pre-school child.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 6 Unit Title: Guiding Children's Behavior

Objectives: Upon completion of this unit, the student will:

*1. identify acceptable behavior for children at differnet ages.
*2. distinguish between acceptable and unacceptable guidance techniques.
*3. identify factors affecting development of a positive self-concept.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, video camera

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify acceptable behavior for children at difffernet ages by matching appropriate behavior to ages with 70% accuracy.
*Objective 2: From a list, the student will select 5 acceptable guidance techniques.
*Objective 3: The student will list 5 factors that affect the development of a positive self-concept.

* Indicates core/essential objectives

Performance Record:

____*1. Identified (by matching) acceptable behavior for children at different ages.

____*2. Distinguished between acceptable and unacceptable guidance techniques.

____*3. Listed 5 factors that affect the development of a positive self-concept.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care I

Unit No.: 7 Unit Title: Conducting Children's Activities

Objectives: Upon completion of this unit, the student will:

*1. plan and present a language art activity.
*2. plan and present a science activity.
*3. plan and present an art activity.
*4. plan and present a music activity.
*5. plan and present a pre-math activity.
*6. plan and present an outdoor activity.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, video camera

Suggested Resources:

Primary Source: Child Care Volume I. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will to plan and present a creative language arts activity.
*Objective 2: The student will plan and present a science activity.
*Objective 3: The student will plan and present an art activity.
*Objective 4: The student will plan and present a music activity.
*Objective 5: The student will plan and present a pre-math activity.
*Objective 6: The student will plan and present an outdoor play activity.

* Indicates core/essential objectives

Performance Record:

____*1. Demonstrated the ability to plan and present a creative language arts activity.
____*2. Demonstrated the ability to plan and present a science activity.
____*3. Demonstrated the ability to plan and present an art activity.
____*4. Demonstrated the ability to plan and present a music activity.
____*5. Demonstrated the ability to plan and present a pre-math activity.
____*6. Demonstrated the ability to plan and present an outdoor play activity.

* Indicates core/essential objectives

OCCUPATIONAL CHILD CARE II

COURSE GUIDE

Developed by

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Yvonne Long, Iuka High School

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Betty Aultman, Bureau of Vocational-Technical Education

Jean Henson, Research and Curriculum Unit

COURSE OUTLINE

OCCUPATIONAL CHILD CARE II

Unit No.	Unit Title
1	Finding a Job for You
2	Operation of A Child Care Center
3	Planning the Program
4	Planning Activities for Children
5	Planning for Children with Special Needs

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care II

Unit No.: 1 Unit Title: Finding A Job for You

Objectives: Upon completion of this unit, the student will:

*1. describe the process of finding the right job.
*2. fill out a job application form.
*3. demonstrate how to prepare an effective resume.
*4. demonstrate how to write an effective cover letter.
*5. demonstrate acceptable conduct for a job interview.
*6. identify characteristics that help on-the-job success.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, practical application, and role playing

Suggested Resources:

Primary Source: Benson, Ann. Child Care Volume II. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the process of finding the right job with at least 70% accuracy.
*Objective 2: The student will complete an application form that meets the following criteria:
1. instructions were followed
2. neat overall appearance
3. information was accurate and appropriate
*Objective 3: The student will prepare a resume' that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed

*Objective 4: The student will write a cover letter that meets the following criteria:
1. form and appearance conform to standards
2. proper information is included
3. uses original approach
4. uses a proper closing

*Objective 5: The student will achieve a 70 percent rating in a mock interview based on the following criteria:
1. grooming
2. promptness
3. knew facts about company
4. introduced him/herself properly
5. manners
6. asked appropriate questions
7. gave appropriate answers
8. used correct grammar
9. closed interview properly
10. poise
11. made eye contact

*Objective 6: The student will identify characteristics that help on-the-job success with at least 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Described the process of finding the right job.
____*2. Filled out a job application form.
____*3. Prepared an effective resume.
____*4. Wrote an effective cover letter.
____*5. Conducted a job interview.
____*6. Identified characteristics that help on-the-job success.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care II

Unit No.: 2 Unit Title: Operation of A Child Care Center

Objectives: Upon completion of this unit, the student will:

*1. list standards and policy operations for a child care center.
*2. identify and complete records necessary for operation of a child care center.
*3. list licensing standards for day care centers in Mississippi.
*4. identify safe conditions necessary for a child care center.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, and videos

Suggested Resources:

Primary Source: Benson, Ann. Child Care Volume II. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list standards and policy operations for a child care center with 70% accuracy.
*Objective 2: The student will identify and complete records necessary for operation of a child care center with 70% accuracy.
*Objective 3: The student will be able to identify with 70% accuracy the licensing standards for the State of Mississippi.
*Objective 4: The student will identify 5 characteristics of a safe child care center with 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Listed standards and policy operations for a child care center.
____*2. Identified and completed records necessary for operation of a child care center.
____*3. Identified licensing standards for day care centers in Mississippi.
____*4. Identified 5 characteristics of a safe child care center.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care II

Unit No.: 3 Unit Title: Planning the Program

Objectives: Upon completion of this unit, the student will:

*1. identify types of child care programs.
*2. list characteristics of a good child care center.
*3. complete a daily plan for a pre-school program.
*4. plan enrichment activities for preschool children.
*5. state effective guidelines for communication between staff and parents.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, and videos

Suggested Resources:

Primary Source: Benson, Ann. Child Care Volume II. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will match program types to their definitions with 70% accuracy.
*Objective 2: The student will list with a 70% accuracy 5 characteristics of a good child care center.
*Objective 3: The student will complete with a 70% accuracy a daily plan.
*Objective 4: The student will be able to plan and present one enrichment activity (such as a field trip, an audio-visual presentation etc.) with 70% accuracy.

*Objective 5: The student will list 5 guidelines for effective communication between staff and parents with a 70% accuracy.

* Indicates core/essential objectives

Performance Record:

____*1. Matched program types to definitions.
____*2. Listed 5 characteristics of a good child care center.
____*3. Completed a daily plan.
____*4. Planned and presented an enrichment activity.
____*5. Listed 5 guidelines for effective communication between staff and parents.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care II

Unit No.: 4 Unit Title: Planning Activities for Children

Objectives: Upon completion of this unit, the student will:

*1. list purposes of play.
*2. prepare and carry out lesson plans developed around creative activities in art, music, literature, science, pre-math and social studies.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, and videos

Suggested Resources:

Primary Source: Benson, Ann. Child Care Volume II. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 4 purposes of play with a 70% accuracy.
*Objective 2: The student will develop a lesson plan and present activities in art, music literature science, pre-math and social studies with a 70% accuracy

* Indicates core/essential objectives

Performance Record:

____*1. Listed 4 purposes of play.
____*2. Developed a lesson plan and presented activities in art, music, literature, science, pre-math and social studies.

* Indicates core/essential objectives

INSTRUCTIONAL MANAGEMENT PLAN

Course Title: Occupational Child Care II

Unit No.: 5 Unit Title: Planning for Children with Special Needs

Objectives: Upon completion of this unit, the student will:

*1. identify needs of children with physical handicaps.
*2. identify indications of learning problems.
*3. identify characteristics of emotionally handicapped children.
*4. plan special activities for the accelerated child.

* Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, role-playing, demonstration, resource people, field trips, audio-visuals, and videos

Suggested Resources:

Primary Source: Benson, Ann. Child Care Volume II. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1981.

Additional Sources: Conger, Flora and Rose, Irene. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Co. 1979.
Draper, Mary and Draper, Rose. Caring for Children. Peoria, Illinois: Bennett and McKnight. 1975.
Draper, Mary and Draper, Rose. The Caring Parent. Peoria, Illinois: Glencoe Publishing Co. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 5 physical handicaps with 70% accuracy.
*Objective 2: The student will list 3 indications of learning problems with a 70% accuracy.
*Objective 3: The student will list with 70% accuracy 5 characteristics of the emotionally handicapped child.
*Objective 4: The student will plan an activity for the accelerated child according to teacher specifications.

* Indicates core/essential objectives

Performance Record:

____*1. Listed 5 physical handicaps.
____*2. Listed 3 indications of learning problems.
____*3. Listed 5 characteristics of an emotionally handicapped child.
____*4. Planned an activity for the accelerated child.

* Indicates core/essential objectives

AGING I

STUDENT PERFORMANCE RECORD

AGING I

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identified objectives of Occupational Home Economics/ Aging.
_____ 2. Explained the importance of leadership organizations.
_____ 3. Stated the goals and purposes of FHA/HERO as they relate to life and the world of work.
_____C4. Participated in one local competitive event.
_____C5. Identified and described 3 physical changes that take place in the aging process.
_____C6. Identified and described 3 psychological changes that take place in the aging process.
_____C7. Identified 3 communication skills and one barrier to communication.
_____C8. Identified and described reasons why confidentially is important.
_____C9. Identified the importance of intergenerational activities.
____C10. Identified and described 1 common abnormal disease prevalent to the elderly.
____C11. Identified 2 problems which affect the nutrition of the elderly and 1 factor which can improve the nutrition of the elderly.
____C12. Identified and described 2 fears experienced by the aged dying person.
____C13. Identified at least 2 family problems that often arise when the elderly live at home with family members.
____C14. Identified 2 types of living arrangements available to the elderly.
____C15. Identifited 2 categories of leisure time activities.
____C16. Identified 2 career possibilities after retirement.
____C17. Completed requirements for lab participation by working and/or observing in one of the following:
(a) nursing home
(b) hospital
(c) personal home care
(d) nutrition site/senior center
(e) life care/retirement complex

AGING II

STUDENT PERFORMANCE RECORD

AGING II

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

___C1. Described the process of finding the right job.
___C2. Filled out a job application form.
___C3. Prepared an effective resume.
___C4. Wrote an effective cover letter.
___C5. Conducted a job interview.
___C6. Identified characteristics that help on-the-job success.
___C7. Listed 2 myths associated with aging.
___C8. Listed 2 truths associated with aging.
___C9. Identified the correct definition of geriatric terms.
___C10. Identified 3 new roles for the elderly.
___C11. Listed and described 3 types of fraud to which the elderly fall victim.
___C12. Listed and described 3 security programs designed to help protect the elderly.
___C13. Listed 3 characteristics of heart disease.
___C14. Listed 3 characteristics of Alzheimer's disease.
___C15. Listed 3 characteristics of arthritis.
___C16. Identified one reason why the Bill of Rights was written.
___C17. Identified 4 rights from the Bill of Rights.
___C18. Identified 3 examples of violations of the patient's rights.
___C19. Performed the following patient care skills:
(a) basic bed making
(b) bed bath
(c) blood pressure
(d) oral hygiene
___C20. Identified 3 services provided in caring for the elderly at home.
___C21. Identified 3 professions available in the field of geriatrics.
___C22. Identified 5 factors that would provide for a successful job interview.
___C23. Completed requirements for lab participation.

CLOTHING MANAGEMENT, PRODUCTION, AND SEERVICES I

STUDENT PERFORMANCE RECORD

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES I

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

___C1. Identified objectives of Clothing Management, Production, and Services I.
___2. Explained the importance of leadership organizations.
___3. Stated the goals and purposes of FHA/HERO as they relate to life.
___C4. Participated in one local competitive event.
___C5. Identified skills for positive human relations.
___C6. Defined self-awareness.
___C7. Defined 3 types of values.
___C8. Selected factors dealing with self-respect, self-control and attitudes.
___C9. Listed benefits of setting goals.
___C10. Identified personality traits necessary for getting along with others.
___C11. Identified safety rules for the clothing service laboratory.
___C12. Demonstrated correct use of sewing equipment.
___C13. Identified the basic characteristics of cotton and polyester fabrics.
___C14. Identified information found on the pattern envelope and guide sheet.
___C15. Identified steps for preparing fabric for sewing.
___C16. Identified steps in laying out a pattern, cutting, and marking the pieces.
___C17. Identified machine stitching procedures.
___C18. Demonstrated the correct procedure for stitching single and double pointed darts.
___C19. Demonstrated the correct procedure for stitching three seams and three seam finishes.
___C20. Demonstrated the correct procedure for gathering.
___C21. Demonstrated the correct procedure for the slip stitch, the hem stitch, and a machine stitched hem.
___C22. Demonstrated the proper procedure for pressing.
___C23. Demonstrated the ability to make enclosed seams and outward curves.
___C24. Demonstrated the ability to make buttonholes and sew on buttons correctly.

___C25. Demonstrated the correct procedure for constructing and applying patch pockets.
___C26. Demonstrated the correct procedure for constructing lapped, centered, and fly front zippers.
___C27. Demonstrated the correct procedure for applying a waistband.
___C28. Listed employment opportunities for industrial sewing machine operators.
___C29. Identified safety precautions in the needle trade industry.
___C30. Identified the proper dress for work, posture at the machine, and self-care rules.
___C31. Identified parts of the lockstitch machine.
___C32. Demonstrated the correct procedure of cleaning and oiling the machine.
___C33. Demonstrated the correct procedure for threading the lockstitch machine and filling the bobbin.
___C34. Demonstrated the ability to change the needle in an industrial machine.
___C35. Demonstrated the ability to operate an industrial machine.

CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES II

STUDENT PERFORMANCE RECORD

CLOTHING MANAGEMENT, PRODDUCTION, AND SERVICE II

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

____C1. Demonstrated the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.
____C2. Identified the types of interfacing and the correct method of applying each.
____C3. Demonstrated the ability to correctly lay pattern pieces on napped or one way design fabric.
____C4. Demonstrated the correct procedure for cutting and joining bias strips.
____C5. Demonstrated the correct procedure for applying a tuck or pleat to a garment.
____C6. Identified characteristics of a well-made collar.
____C7. Demonstrated the construction and application of a roll collar.
____C8. Constructed and set in a sleeve.
____C9. Identified the 3 types of cuffs and demonstrated the ability to construct one of these.
___C10. Demonstrated the correct procedure for tailor's hem finish, lace finish, or seam tape finish.
___C11. Demonstrated the correct procedure for constructing a hip pocket.
___C12. Identified 3 types of specialized fasteners and demonstrated the correct procedures for applying each.
___C13. Identified sources of employment for an alerationist.
___C14. Identified terms associated with alerations of ready made clothing.
___C15. Identified indications of needed alerations to their causes.
___C16. Identified 3 basic rules to follow when altering ready to wear clothes.
___C17. Identified industrial construction methods that interfere with alterations.
___C18. Demonstrated the ability to lengthen or shorten a garment.
___C19. Demonstrated the ability to take up or let out a garment.
___C20. Demonstrated the correct procedure for tapering a seam.
___C21. Demonstrated motion economy techniques using the lockstitch or serger.

___C22. Demonstrated the proper procedure for easing in fullness using a serger.
___C23. Demonstrated the ability to thread the serger by using the tie-on method.
___C24. Demonstrated the correct procedure for handling, sewing, and disposing of cloth samples using the lockstitch machine.
___C25. Described the process of finding the right job.
___C26. Filled out a job application form.
___C27. Prepared an effective resume.
___C28. Wrote an effective cover letter.
___C29. Conducted a job interview.
___C30. Identified characteristics that help on-the-job success.

FOOD SERVICE I

STUDENT PERFORMANCE RECORD

FOOD SERVICE I

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____1. Explained the importance of leadership organizations.
____C2. Identified the benefits of being a member of FHA/HERO.
_____3. Stated the goal and five of the eight purposes of FHA/HERO as they relate to life and the world of work.
____C4. Participated in one local HERO competitive evnet.
____C5. Named 4 types of food service operations.
____C6. Classified jobs in food service industry.
____C7. Identified 10 opportunities for employment in the food service industry.
____C8. Identified 3 ways to achieve job advancement.
____C9. Completed the following:
(a) job application
(b) personal data sheet
(c) letter of application
(d) job interview
(e) self-evaluation
___C10. Selected 5 characteristics of a good personality.
___C11. Identified 5 expectations of an employee.
___C12. Recognized 5 ways to get along with the public.
___C13. Identified 5 positive attitudes toward oneself.
___C14. Identified 5 positive attitudes toward job situations.
___C15. Identified regulatory agencies which deal with sanitation in food service.
___C16. Identified standards for sanitation in the food service industry.
___C17. Demonstrated sanitary procedures used in food service.
___C18. Recognized causes of food-borne illnesses and food contamination.
___C19. Identified methods of prevention of food-borne illness and food contamination.
___C20. Recognized safe work habits in food service jobs.

___C21. Stated steps in operating, safe cleaning procedures, and safety rules for hazardous equipment in the food service lab.
___C22. Identified 5 rules for fire prevention.
___C23. Identified and recognized uses of hand tools and utensils used in food service.
___C24. Identified large pieces of equipment used in a food service establishment.
___C25. Demonstrated the use of major pieces of equipment used in the food service laboratory.
___C26. Recognized foods to be prepared on/with available equipment.
___C27. Identified basic terminology related to food service.
___C28. Identified measurements and abbreviations related to food service.
___C29. Identified measuring techniques used in food service preparation.
___C30. Selected contents of a standard recipe.
___C31. Arranged in order the procedure to follow when using a standard recipe.
___C32. Stated methods of controlling cost in a quantity recipe.
___C33. Precosted a standardized quantity recipe.
___C34. Identified methods of portion control.
___C35. Identified foods and/or beverages for preparation in the cold food station.
___C36. Identified foods for preparation in the hot food station.
___C37. Identified foods for preparation in the bake station.
___C38. Demonstrated the ability to prepare foods in the cold, hot, and bake stations.
___C39. Identified goals of menu planning.
___C40. Identified methods for giving menu variety.
___C41. Demonstrated the ability to plan a menu for quantity food production.
___C42. Identified menus for special needs.

FOOD SERVICE II

STUDENT PERFORMANCE RECORD

FOOD SERVICE II

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

___C1. Recognized safe work habits in food service jobs.
___C2. Stated steps in operating, safety rules, and safe cleaning procedures for each hazardous piece of equipment in the food service lab.
___C3. Identified rules for fire prevention.
___C4. Identified standards for sanitation in the food service industry.
___C5. Demonstrated appropriate sanitary procedures during food preparation.
___C6. Recognized methods of preventing food borne illness and food contamination.
___C7. Identified parts of a standard recipe in quantity food production.
___C8. Identified the formula for adjusting yield on a standard recipe.
___C9. Converted weights and measures used in a standard recipe.
___C10. Increased/decreased a standard recipe.
___C11. Stated 5 items of information needed for food specification when purchasing food items.
___C12. Completed 3 forms used in quantity food purchasing.
___C13. Identified 3 procedures for receiving a food order.
___C14. Identified 5 methods of storing food items properly.
___C15. Identified goals of menu planning.
___C16. Recognized factors involved in menu planning.
___C17. Identified reasons for costing a standard recipe.
___C18. Selected items involved in the cost of a meal.
___C19. Demonstrated skills in determining menu prices.
___C20. Demonstrated skills in methods of portion control.
___C21. Identified ways to deal with customers.
___C22. Stated duties and responsibilities of service personnel.
___C23. Identified foods and beverages prepared in the salad and sandwich station.
___C24. Identified foods for preparation in the entree' station.
___C25. Identified foods for preparation in the vegetable station.

___C26. Identified foods for preparation in the fry-broil station.
___C27. Identified foods for preparation in the soup-sauce station.
___C28. Identified foods for preparation in the bake station.
___C29. Demonstrated the ability to prepare foods in the above stations.
___C30. Developed skills for preparing foods for special purposes.

OCCUPATIONAL CHILD CARE I

STUDENT PERFORMANCE RECORD

OCCUPATIONAL CHILD CARE I

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____1. Stated the goals and purposes of FHA/HERO as they relate to life.
_____2. Identified 3 benefits of being a member of FHA/HERO.
____C3. Participated in one local competitive event.
____C4. Matched terms with definitions.
____C5. Identified 10 job opportunities in child care.
____C6. Differentiated between advantages and disadvantages of employment in child care occupations.
____C7. Selected from a list 5 characteristics of a good child care worker.
____C8. Completed the following:
(a) Job application
(b) Personal data sheet
(c) Letter of application
(d) Job interview
(e) Self-evaluation
____C9. Identifed 5 factors that influence the quality of life of the unborn child.
___C10. Described conception.
___C11. Described the 3 stages of prenatal development.
___C12. Described the birth process.
___C13. Identified 5 basic needs of the newborn.
___C14. Matched the ages of children to correct developmental stage.
___C15. Listed 5 developmental tasks of children.
___C16. Distinguished between hereditary and environmental influences on a child's development.
___C17. Listed 3 ways of meeting each of the following needs of children:
a. physical
b. intellectual
c. social
d. emotional
___C18. Listed 5 characteristics of a healthy child.
___C19. Listed 5 healthy practices essential for a child care center.
___C20. Listed 5 safety rules essential for a child care center.
___C21. Correctly demonstrated first aid procedures.

___C22. Planned a day's menu that met nutritional requirements for a pre-school child.
___C23. Identified (by matching) acceptable behavior for children at different ages.
___C24. Distinguished between acceptable and unacceptable guidance techniques.
___C25. Listed 5 factors that affect the development of a positive self-concept.
___C26. Demonstrated the ability to plan and present a creative language arts activity.
___C27. Demonstrated the ability to plan and present a science activity.
___C28. Demonstrated the ability to plan and present an art activity.
___C29. Demonstrated the ability to plan and present a music activity.
___C30. Demonstrated the ability to plan and present a pre-math activity.
___C31. Demonstrated the ability to plan and present an outdoor play activity.

OCCUPATIONAL CHILD CARE II

STUDENT PERFORMANCE RECORD

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OCCUPATIONAL CHILD CARE II

STUDENT: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

___C1. Described the process of finding the right job.
___C2. Filled out a job application form.
___C3. Prepared an effective resume.
___C4. Wrote an effective cover letter.
___C5. Conducted a job interview.
___C6. Identified characteristics that help on-the-job success.
___C7. Listed standards and policy operations for a child care center.
___C8. Identified and completed records necessary for operation of a child care center.
___C9. Identified licensing standards for day care centers in Mississippi.
___C10. Identified 5 characteristics of a safe child care center.
___C11. Matched program types to definitions.
___C12. Listed 5 characteristics of a good child care center.
___C13. Completed a daily plan.
___C14. Planned and presented an enrichment activity.
___C15. Listed 5 guidelines for effective communication between staff and parents.
___C16. Listed 4 purposes of play.
___C17. Developed a lesson plan and presented activities in art, music, literature, science, pre-math and social studies.
___C18. Listed 5 physical handicaps.
___C19. Listed 3 indications of learning problems.
___C20. Listed 5 characteristics of an emotionally handicapped child.
___C21. Planned an activity for the accelerated child.